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ABSTRACT

The communication activities and problems of 383 business and professional people in Hawaii were surveyed. The respondents reported spending the bulk of a typical work week engaged in giving instructions and making assignments, listening, talking face-to-face with employees, and conferring with clients. These interpersonal activities were related to the communication problems that were most often cited, including misunderstanding assignments or instructions, talking too much or too little, not listening, and having inadequate articulation skills. Many of the respondents expressed dissatisfaction with their speaking abilities, and almost all favored additional training in oral communication. (RL)

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ORAL COMMUNICATION PRACTICES IN HAWAII'S BUSINESSES AND PROFESSIONS

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ORAL COMMUNICATION PRACTICES IN HAWAII'S BUSINESSES AND PROFESSIONS

by Donald Klopf and Ronald Cambra*

Theorists agree that the lifeblood of business and professional organizations is communication. It is the means by which management gets things done and, furthermore, it is basic in employee recruitment and training, employer-employee relations, sales and promotion, reporting to management and stockholders, production and marketing, employee appraisal, union negotiations, and a myriad of other organizational functions. The business and professional environment is a giant, multifaceted communication event composed of a variety of communication encounters.[1]

The highest paid, best educated, and most highly trained people in the businesses and professions do the greatest amount of communicating. Administrators, business managers, department heads, supervisors, architects, doctors, lawyers, teachers, dentists, social workers, accountants, engineers, business personnel and sales people, among others, spend a major part of their day communicating with speaking and listening, the principle communication forms. This should not be surprising. These occupations do require much personal contact with people.[2]

In contrast, those working in skilled and unskilled jobs engage in the least amount of communication activity. About one third of the typical work day for persons in these two occupational areas is devoted to communication activities with speaking and listening constituting the bulk of that time. Ordinarily, persons in the two areas probably have less contact with people, dealing more directly with objects or things in their work.[3]

While there appears to be little question that speaking and listening play vital roles in the occupational day of business and professional people, what has not been ascertained is what types of speaking take place on the job. The general types are known--person-to-person, small group, and public speaking. The more specific ones are not so clearly identified. What types of oral communication are practiced among business and professional people? Which ones are most commonly used? How well are they used? Are they being misused to the extent oral communication problems occur? In this paper, answers to the questions specifically relate to the situation in Hawaii and the research reported here deals solely with that part of the United States.

METHOD

To answer the questions about the types of speaking done among business and professional people, it was necessary to determine the oral communication practices people normally engage in. Through a literature study,[4] a list was compiled, reviewed for pertinency by business and professional persons, and tested on a small group. After revision, a final

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list was arrived at as shown in Table 1. The list was distributed as part of a questionnaire to randomly selected business and professional people in Hawaii.

In addition to being asked what work-related communication practices they take part in during a typical work week, the business and professional people were requested to note (1) the number of current employees who spend a major part of their work week using the practices, and their titles; (2) how satisfactory their speaking skills are; (3) what communication problems regularly occur and how serious they are; and (4) whether employees would benefit from and improve their job performance through oral communication training.

The 383 respondents represented 58.7 percent of those contacted and included 77 lawyers, 116 engineers, and 190 people representing all types of businesses as well as the other professions. Among the businesses were respondents from airlines, travel agencies, automobile dealers, broadcasting stations, publishing houses, insurance agencies, medical groups, food markets, brokerage houses, physical fitness centers, modeling schools, banks, savings and loans, gasoline distributors, retail department stores, roofing companies, hotels, drug stores, and many others. The other professions included educators, social workers, dentists, doctors, nurses, architects, and librarians. In every case, a telephone call directed to the company provided the name of the contact, almost all of whom were top management officials or the owners. Their organizations ranged in size from one to 40,000 employees.

RESULTS

The results reported here are categorized under two headings, communication activities and communication problems. The first covers the types of activities engaged in, who engages in them, and with what degree of effectiveness. The second treates the types of problems that occur, the degree of their seriousness, and whether training would improve job performance.

COMMUNICATION ACTIVITIES

Table 1 gives the types of work-related oral communication activities the respondents practice during a typical work week. The percentage is reported for those who engage in each activity. The "all respondents" column contains the percentages for the total group and provides the basis for the rank-ordering of the seventeen activities. The other three columns give the percentages for the business/professional group, the engineers, and the lawyers. Elaboration follows on the top-ranked activities. For each, a description is given elaborating on what the activity entails. The descriptions are derived from the oral communication literature.

Ranking Activities. Ranked first was the oral communication activity giving instructions and making assignments. Among the business and professional group this type was the one used often. Among the engineers and

TABLE 1.

PERCENT OF RESPONDENTS USING PARTICULAR ORAL ACTIVITIES IN A TYPICAL WORK WEEK

ACTIVITY	PERCENTAGE USING ACTIVITY			
	ALL RESPONDENTS	ONLY BUSINESS/ PROFESSIONAL	ONLY ENGINEERS	ONLY LAWYERS
1. Giving instructions/making assignments	93.2%	93.7%	89.7%	97.4%
2. Listening to others	88.3	89.5	87.9	85.7
3. Person-to-person talk with employees	87.2	87.9	88.8	83.1
4. Conferring with clients	86.9	76.8	95.7	98.7
5. Meeting with staff	73.9	82.1	70.7	58.4
6. Participating in group meetings	66.3	67.9	60.3	71.4
7. Appraising employee performance	66.1	71.6	56.0	67.5
8. Resolving job-related conflicts	65.5	76.3	61.2	45.5
9. Training employees	50.9	52.6	48.3	50.6
10. Interviewing prospective employees	50.1	51.6	52.6	42.9
11. Reporting to management/stockholders	42.8	56.8	30.2	27.3
12. Working on job-related committees	41.5	54.7	33.6	20.8
13. Giving speeches to organizations	40.2	45.8	29.3	42.9
14. Working on community committees	33.7	40.0	28.4	26.0
15. Giving sales talks to customers	28.7	40.5	24.1	6.5
16. Negotiating with union/employees	21.7	30.5	11.2	15.6
17. Conducting sales meetings	19.1	33.2	7.8	1.3
	N = 383	N = 190	N = 116	N = 77

lawyers. It appeared second. Obviously most of the respondents give instructions orally to their employees and make oral assignments of one sort or another.

Most all of the respondents also spend time listening to others talk since it is second ranked. Such listening occurs in situations where the person doing the listening is not a speaker. He or she merely listens to others speak, for example, at meetings, conferences, lecture sessions, and public forums.

Person-to-person talk with employees, the third-ranked activity, involves face-to-face oral encounters between employer and an employee. These occur for a variety of reasons. Business purposes predominate but the talk also could center around maintaining harmonious working relationships, socializing, and expressing interest in the other person.

The fourth-ranked activity, conferring with clients, ranks first among the engineers and lawyers. Virtually everyone in these two groups talks with clients, suggesting the activity's importance to the two professions.

Meeting with the staff involves the ability to conduct various kinds of staff meetings, not meetings with the sales force or with business, professional, or community groups, meeting types ranked separately. Participation in business, professional, and community meetings was ranked high but conducting sales meetings was not. It ranked last.

Several other high-ranked activities merit attention because of their nature. One of these, appraising employee performance, is used in nearly all organizations as a primary means of evaluating employees' work. Often it is the basis for salary administration, long-term planning and employee development, and is a means of providing feedback to employees on how the "boss" sees them. Critical in this activity is the skill of giving and receiving feedback and, the theorists say, a major communication problem is the inability to give feedback in a constructive fashion.[5]

Resolving job-related conflicts takes the time of 65.5 percent of all respondents. Conflicts are disruptive actions which take place when people must deal with what are, or seem to be, incompatible goals, values, relationships, or resource controls. They may be simple and readily solved by talking over the incompatibility, or, complex, perhaps requiring considerable effort to resolve, if solvable at all.

Degree of Satisfaction. In addition to checking the sorts of speaking they do, the respondents indicated the degree of satisfaction with their speaking skills. Only 29.5 percent felt satisfied. The bulk, 61.1 percent, were only somewhat satisfied, suggesting room for improvement, and 9.4 percent were not satisfied at all. Interestingly, the engineers appeared to be the least satisfied with their oral performances; 81.9 percent said they were only "somewhat" or "not at all" satisfied. In contrast, the lawyers seemed the most satisfied; 52 percent fell into the two less than satisfactory categories.

Who Speaks Most. The majority of those responding (65 percent) claimed to employ personnel who spend much of their work time engaged in one, several, or many of the activities listed in Table 1. The range follows: 1-5 employees--36.5 percent, 6-10 employees--15.3 percent, 11-15 employees--10.4 percent, 16-20 employees--4.4 percent, and over 20--32.5 percent.

A sampling of the titles of those persons includes vice presidents, general managers, departmental/division managers, assistant general managers, supervisors, project managers, personnel managers, tour guides, clerks, sales people, interviewers, counselors, directors, teachers, instructors, attorneys, legal assistants, legal secretaries, secretaries, law clerks, administrative assistants, mechanical engineers, customer service agents, medical technologists, education coordinators, airline flight attendants, account executives, broadcast directors, media buyers, announcers, accountants, electrical engineers, copywriters, creative directors, service managers, parts distributors, cruise leaders, cashiers, account representatives, buyers, bridal consultants, golf professionals, driving range personnel, financial representatives, public relations directors, kitchen and floor managers, travel agents, order clerks, realtors, underwriters, architects, civil engineers, auditors, adjusters, training directors, consultants, swimming instructors, customer service representatives, maintenance people, controllers, team leaders, health care persons, waiters and waitresses, dining room hosts and hostesses, barkeepers, repairmen, insurance agents, chefs, receptionists, draftsmen, estimators, surveyors, among dozens of other positions named. Heading most every respondent's list, however, were the management, administrative, and supervisory positions, positions requiring considerable oral communication.

COMMUNICATION PROBLEMS

Table 2 gives the areas in which oral communication problems regularly occur. The percentages indicate the numbers of respondents who believe their company experiences the problems on a continuous basis.

Major Problem Areas. Clearly, misunderstanding assignments and instructions is the primary problem area among local businesses and professions. Each group ranks it first, and by a wide margin over the other problems. Other studies support this ranking, claiming it to be one of the two or three recurring problems in business and industry and at the heart of their failures.[6]

Closely allied technically to the first ranked problem is the one ranked third by all but the engineers. That is listening. Listening has different objectives and methods, being associated with every communication act. Part of the misunderstanding-of-assignments-and-instructions problem probably is attributable to poor listening, although the second-ranked may also be a factor, that of the failure of people to talk up enough.

TABLE 2.

PERCENT OF RESPONDENTS REGULARLY EXPERIENCING PARTICULAR COMMUNICATION PROBLEMS

PROBLEM	PERCENTAGE			
	TOTAL	BUSINESS/ PROFESSIONAL	ENGINEERS	LAWYERS
1. Misunderstanding assignments/instructions	79.4%	81.1%	80.2%	74.0%
2. Some people don't talk enough	58.2	63.7	61.2	40.3
3. Poor listening	50.1	60.0	41.4	39.0
4. Inadequate articulation skills	48.6	55.3	50.0	29.9
5. Ineffective telephone communication	42.3	53.2	31.0	32.5
6. Some people talk too much	42.0	51.1	35.3	29.9
7. Conflicts among employees	41.3	56.3	25.0	28.6
8. Having feelings hurt	39.4	49.5	25.0	36.4
9. Inadequately presented reports	37.6	47.4	37.9	13.0
10. Inability to deal with conflicts	33.2	52.6	12.9	15.6
11. Poor participation in meetings	30.8	38.9	30.2	11.7
12. Poor representation of company to clients	29.5	42.1	21.6	10.4
13. Responding negatively to performance appraisal	26.6	41.6	11.2	13.0
14. Inadequate interviewing skills	25.6	38.9	13.8	10.4
15. Poor representation of company to other businesses and professions	20.1	27.4	18.1	5.2
	N = 383	N = 190	N = 116	N = 77

Inadequate articulation skills, the problem ranked fourth overall, but third by the engineers, involves improper pronunciation of English and the use of a "local" dialect. Fifty percent or more of the business/professional and engineer respondents consider this a difficulty.

Another major problem area relates to conflict, specifically conflicts among employees, fourth-ranked among the business/professional people and seventh overall, and the inability to deal with conflicts, seventh among the business/professional people and tenth overall.

Seriousness of Problems. In addition to listing the problems, the respondents indicated how serious they believed the problems to be. For 7 percent, most of the problems were serious; 45.2 percent felt some were serious; and 42 percent believed a few were serious. For 32.4 percent, oral communication courses would benefit most of the employees and improve their job performance. Moreover, 32.1 percent saw training as a way to help employees, and 28.7 percent said a few would be helped in this fashion.

DISCUSSION

For discussion purposes, the Table 1 activities are classified by their generic types, either interpersonal, small group, or public speaking. In the material below, they are treated as part of these classes. However, a few activities fit several classifications, for example, listening, and in those cases, mention is made of this condition.

The discussion for the most part centers around the activities that present problems to the respondents. Some do not, and they are not analyzed. The discussion also deals with other matters, for one, speaking satisfaction and training, and, for another, the dissimilarities in the communication activities and problems between the three respondent groups.

INTERPERSONAL SPEAKING

Seven Table 1 activities are classified as an interpersonal speaking type called interviewing. Interviewing involves two parties meeting to fill a predetermined purpose of one or both parties and the seven types meet this definition.

To be effective, interviewing demands considerable skill on the interviewer's part and requires the active involvement of the other party, the interviewee. Many people assume, one source claims, that anyone who can carry on a conversation can take part in an interview. As a consequence, they fail to prepare adequately, perhaps causing unnecessary communication misunderstandings.[7] The survey results provide an indication that this might be the case, over a fourth of the respondents consider the interviewing skills as a problem area.

The most popular activity, according to Table 1, is giving instructions and making assignments--a type of interviewing. The most common communication problem, according to Table 2, is misunderstanding instruc-

tions and assignments. Management specialists and communication experts agree.[8] In the average business or profession, passing on instructions and making assignments, or, the giving and getting of information, is one of the principle verbal activities, yet it is the one most prone to errors. The leader of the American Management Association makes the point in these words: "In 50 years, I have never seen a problem in productivity that was not related to the clarification of one of these four factors: the work that is to be done, how well it should be done, how well it is being done, and how it can be done better."[9] Since the manager's job is to get things done through people, his or her effectiveness is closely tied to getting ideas across to them clearly and in a way that will get the action desired. The manager carries on face-to-face communication and, when jobs are not implemented as instructed, the manager's communication more than likely is at fault. The key skill managers must master is communication, the AMA leader asserts, and apparently developing the skill based on a solid theoretical foundation constitutes a primary mission in the AMA's new degree-granting program.[10]

Conferring with clients is another high ranked interviewing type causing problems. It includes many communication practices: getting and giving information, persuasion, problem solving, handling complaints, order-taking, selling ideas or products, among others. The problems surface in the Table 2 listing as inadequate articulation skills, ineffective telephone communication, poor representation of company to clients and poor representation of company to other businesses. The first and second named seem to be more important since they rank fourth and fifth while the two others rank twelfth and fifteenth respectively. Since these problems relate to the same activity, added together, they have an impact on a company's image and the good will it generates among its public.

Inadequate articulation skills deserves further elaboration. This item engendered more comment, through notes and telephone calls from the respondents, than any other phase of the study. The general feeling was that inarticulate employees convey a bad image of the company because of their inability to speak standard English on the job. As a consequence, the commentators say they shy away from employing people who use "local" language. Those commenting saw no reason why "local" language could not be the form of communication used during casual hours, during coffee breaks, and at home. During working hours, they want standard English spoken. "Local" language, a term employed by an authority on the subject, is a mode of speech filled with Hawaiianisms, imported phrases, youth talk, slang, and such pronunciation and rhythm problems as sharply falling intonation at the end of yes-no questions, use of explosive stop consonants and dental /t/ sounds, noun pluralizing, among others.[11]

Several other interviewing types appear as problems. Appraising employee performance causes difficulty for a quarter of the respondents, Table 2 shows, and, as other research states, rather than being a constructive experience for employer and employee, often it turns into a destructive experience, creating misunderstandings and even hostility. To become skilled at fairly evaluating a person's past performance requires knowledge, training and practice. Strangely, many companies feel those doing the evaluation can pick up this skill, not through study and training, but by

reading a book or two.[12]

Resolving job-related conflicts consumes the time of more than half of the respondents and is viewed as a problem source by almost half. Conflict is an inevitable part of the work relationship and is manifested only by or through some form of communication. They are, in fact, so pervasive that one authority argues people must be trained to deal with conflicts through constructive communication.[13]

It would appear to be obvious from this study that the interviewing activities play prominent roles in the oral communication parts of the typical work week. Yet, as a Harvard Business Review author notes, "there is an appalling lack of effort given to systematic attempts at building improvements into this age-old process. Interviewing remains one of those activities which we think we know all about merely because we have been doing it so long we have been lulled by habit."[14]

SPEAKING IN SMALL GROUPS.

Five of the Table 1 activities are properly classified as small group speaking. Staff meetings, group meetings, committee meetings, and negotiating sessions usually are made up of small groups of three to twenty people who dynamically interact in physical proximity about a common concern. These meetings apparently cause communication problems, specifically poor oral participation, people talking too much or not enough, and poor listening.

Poor participation and the failure to talk enough to suit the respondents are well-documented problems. Reticence is a factor in both. A wide-spread difficulty, reticence stems from a variety of causes, foremost of which is communication apprehension or the fear associated with either real or anticipated talk with one or more persons. A person who experiences a high apprehension level is one whose fear or anxiety outweighs any expected gains from talking with others and thus is more likely to avoid communicating whenever possible. Nationally, about 16 percent of the employed persons are in the high apprehensive level and in Hawaii the level reportedly exceeds this considerably.[15]

In the work situation, the highly apprehensive employee will be fearful or anxious about such work-related speaking as representing the company to other people, fielding questions at company meetings, talking to superiors and subordinates, wanting instructions clarified, and interviewing people. With customers, this employee may have problems thinking about the right things to say or may not know what to say and consequently will convey a negative image of the company making the employee a liability to it.

At the heart of other problems might be apprehension. Ineffective telephone conversation, having feelings hurt, inadequately presented reports, poor participation in meetings, and poor representation of the company to clients and other businesses and professions are partially caused by oral communication apprehension although insufficient or inadequate training is also a factor.

Poor participation, talking too much or too little, and poor listening are frequently the result of poorly conducted meetings. Because a person is the employer, manager or supervisor, one expert source argues, it does not necessarily follow that the person can function as a group's head or run satisfactory meetings. Weaknesses in technique sometimes nullify the expected benefits, leading to wasted time. However, armed with the knowledge of how groups work gained from studying the theoretical underpinnings of group interaction, the executive is in a position of getting the most out of the meetings that are so characteristic of communication activities in organizations. The problem, this source feels, lies in proper planning and proper execution, not always in indifferent participation.[16]

PUBLIC SPEAKING.

Several of the Table 1 activities are classifiable as public speaking, that is, a communication situation where a single speaker directs his or her remarks to an audience composed of a large number of listeners. In this situation, the listeners function primarily as receivers and do not orally contribute. The communication is one-way, speaker to audience, in other words, while the interviewing and small group communication situations allow all present to talk. In Table 1, the public speaking activities are training employees, reporting to management or stockholders, giving sales talks, and giving speeches to community organizations. The first three, however, could be interviewing or small group activities as well, depending upon the degree of interaction between speakers and listeners.

Not as much public speaking occurs in a typical work week for the respondents as speaking in the interviewing or small group situations. What does occur seems to generate only one problem--inadequately presented reports. Although apprehension may be a cause of that problem, unsatisfactory preparation usually is the more reasonable one. Inadequate knowledge of the subject, weak organization, illogical thinking, poor language usage, and ineffective delivery are likely preparation-related causes.

SATISFACTION AND TRAINING.

Two other facets of the results bear discussion. The fact that the majority of the respondents were not satisfied with their oral communication skills perhaps suggests a vital point: they realize they are at least partially responsible for the communication breakdowns in their agencies. Should this be an accurate assessment, it implies knowledge of communication--that communication is a two-way process involving both employer and employee with both sharing the responsibility for clarity and understanding. One reporter optimistically states the case: "Progressive managers everywhere recognize it [speech] as a basic skill of management."[17] Executives, he writes, have become painfully aware how often carefully laid plans and programs have foundered on the rocks of faulty communication. To become better speakers, he urges training for management and employees.[18] Such training needs to include both an understanding of the theoretical background and practice of the skills used. Apparently his viewpoint has support among the respondents. Ninety-three percent favored training of some sort. Only seven percent did not think course work would be beneficial.

DIFFERENCES BETWEEN GROUPS.

Glancing at Tables 1 and 2, differences between the business/professional, engineers, and lawyers groups are apparent. Except in one or two cases, the business/professional group contains a larger percentage of respondents who use the particular activities than the other two groups. In the activities related to negotiating with unions and conducting sales meetings, only a handful or two of the engineers and lawyers are involved. Few lawyers give sales talks to customers, therefore, prospective lawyers need not spend much school time learning how to sell because as lawyers they will not do much. But they should know how to give instructions, make assignments, listen, and confer with clients; they will spend a great deal of time practicing those skills when they practice law.

In terms of communication problems, the lawyers have less than the other two groups. The reason may be that lawyers are better communicators, being better trained perhaps in the use of language, delivery, organization, use of evidence, and so forth. Trained to be sensitive to clients' needs they perhaps empathize more closely with all of their professional associates.

SUMMARY

Communication pervades all work activity and, throughout business and the professions, speaking and listening consumes the most communication time. What sorts of speaking was the area of inquiry considered here along with how satisfactory is the speaking and what problems occur as a result.

The respondents, representing 383 Hawaii businesses and professions, spend their oral communication time in a typical work week engaged in a variety of speaking acts, the bulk of which are interpersonal in nature. Almost everyone gives instructions and makes assignments, listens, talks face-to-face with employees, and confers with clients. These interpersonal activities also cause the most communication problems and these problems as well as the others probably are the reason many of the respondents are not all that satisfied with their speaking ability. In fact, almost all thought that oral communication courses would reap benefits for their organization.

FOOTNOTES

[1] To support this observation, we turn to a number of studies which have shown that most businesses and professions are communication bound. See Tom Burns, "The Directions of Activity and Communication in a Departmental Executive Group," Human Relations (1954), 73-97; D. T. Piersol, "Communication Practices of Supervisors in a Mid-Western Corporation," Advanced Management, (Feb. 1958), 20-21; George Hinds, "The Communicative Behavior of the Executive," Journal of Communication, (Spring 1957), 29-34; William Scott, Human Relations in Management (Homewood, IL: Richard D. Irwin, Inc., 1962), 170-171; Roger Bellows, Thomas Gilson and George Odiorne, Executive Skills: Their Dynamics and Development (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1962), 59-63; Donald Klopf and Ronald Cambra, Personal and Public Speaking (Denver: Morton Publishing Co., 1981), 1-13; Paul T. Rankin, "Listening Ability: Its Importance, Measurement, and Development," Chicago Schools Journal, 12, 1930, 177-179; F. J. Roethlisberger, Management and Morale (Cambridge, MA: Harvard University Press, 1941); Donald E. Bird, "This is Your Listening Life," Journal of the American Dietitic Association, 32, (1956), 534-536; Lila R. Brieter, "Research in Listening and Its Importance to Literature," unpublished Brooklyn College paper, 1957; Charles S. Goetzinger and Milton Valentine, "Communication Channels, Media, Directional Flow and Attitudes in an Academic Community," Journal of Communication, 12 (1962), 23-26; Larry A. Samovar, Robert D. Brooks, and Richard E. Porter, "A Survey of Adult Communication Activities," Journal of Communication, 19 (1969), 301-307; Satoshi Ishii and Donald Klopf, "A Comparison of Communication Activities of Japanese and American Adults," English Language Education Council Bulletin, 53 (Spring 1976), 22-26; Donald Klopf, "Business and Professional Communication in Hawaii," Speech Education, 5 (July 1977), 79.

[2] Klopf and Cambra, 3.

[3] Klopf and Cambra, 3-4.

[4] See Ronald Bassett, Nilwon Whittington and Ann Staton-Spicer, "The Basics in Speaking and Listening for High School Graduates: What Should be Assessed?" Communication Education, 27 (November 1978), and the special edition of Communication, X (November 1981).

[5] Scott, 196-208.

[6] Irving Lee and Laura Lee, Handling Barriers to Communication (NY: Harper & Bros., Publishers, 1957), 5.

[7] Klopf and Cambra, 77.

[8] William J. McLarney, Management Training: Cases and Principles, revised edition (Homewood, IL: Richard D. Irwin, Inc., 1955), 76.

[9] Ron Zemke, "Larry Appley: The Man Behind American Management," Training People, 18 (August 1981), 41-42.

[10] Zemke, 42.

[11] Elizabeth Carr, Da Kine Talk (Honolulu: University of Hawaii Press, 1972), 44-45.

[12] Donald Klopf, Interviewing (San Jose, CA: Lansford Publishing Co., 1978), an audio lecture series.

[13] Robert Doolittle, Orientations to Communication and Conflict (Chicago: Science Research Associates, Inc., 1976), 2-3.

[14] Samuel Trull, "Strategies of Effective Interviewing," Harvard Business Review, 42 (Jan.-Feb. 1964), 89.

[15] Ronald Cambra and Donald Klopf, "Communication Apprehension in Hawaii's Businesses," paper presented at the Communication Association of the Pacific Convention, July 30, 1979, Honolulu.

[16] Bellows, Gilson and Odiorne, 133-135.

[17] Frank Fischer, "A New Look at Management Communications," Human Elements of Administration, Harry R. Knudson, Jr., Editor (NY: Holt, Rinehart and Winston, 1963), 166-173.

[18] Fischer, 166-173.